How do you read a story?

THEME

characters
sequence of events

motives choices
changes
How should teachers guide students?  **PROGRESSIVELY**

**A Bloom-Based Progression**

<table>
<thead>
<tr>
<th>Know More</th>
<th>Comprehend Clearly</th>
<th>Apply Knowledge</th>
<th>Analyze Logically</th>
<th>Evaluate</th>
<th>Synthesize</th>
</tr>
</thead>
<tbody>
<tr>
<td>locate</td>
<td>identify</td>
<td>adapt</td>
<td>compare</td>
<td>assess</td>
<td>combine</td>
</tr>
<tr>
<td>define</td>
<td>describe</td>
<td>change</td>
<td>contrast</td>
<td>defend</td>
<td>connect</td>
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<tr>
<td>memorize</td>
<td>collect</td>
<td>demonstrate</td>
<td>examine</td>
<td>judge</td>
<td>create</td>
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<tr>
<td>repeat</td>
<td>classify</td>
<td>illustrate</td>
<td>infer</td>
<td>rank</td>
<td>design</td>
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<tr>
<td>retell</td>
<td>sequence</td>
<td>solve</td>
<td>organize</td>
<td>support</td>
<td>integrate</td>
</tr>
<tr>
<td></td>
<td>summarize</td>
<td>use</td>
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</table>


- In what sequence did _____ happen?
- What is the stated cause?
- Locate and classify ___.
- Summarize the important parts.
- Explain how _____ works.
- How do you _____?
- What would happen if ___ changed?
- How do you solve this kind of problem?
- How do you answer this kind of question?
- Give examples.
- List opposites.
- Predict.
- What are important differences?
- What do you infer caused this?
- How did ___ affect ___?
- What is your evidence?
- How do the parts relate?
- What is the theme?
- What is the strongest evidence?
- Give and justify your opinion on ____.
- Which is the best choice? Why?
- Identify facts and opinions in ____.
- What is the answer to the BIG question?
- Create a ____ that shows ____.
- Based on what you knew and what you learned, what do you think?

- list
- label
- glossary
- drawing
- caption
- drawing
- chart
- sequence chart
- timeline
- picture book
- directions with example
- explanation
- illustration
- model
- plan
- diagram
- flowchart
- logic statement--I infer ___ based on ____.
- presentation
- report
- editorial
- rating
- report
- recommendation
- critique
- debate
- artwork
- booklet
- exhibit
- poem
- report
- story
How are these PARCC sample questions like a lesson?
Notice the progression—the sequence of thinking—that these 6th grade items require. After students read a section from a novel... (source of items: PARCCONLINE.org; italicized items are comments about the assessment.)

Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below. (MORE THAN ONE CORRECT CHOICE!!)

reckless       lively       imaginative       observant       impatient       confident

Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.
Find another sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Section with questions that require students to infer feeling.

Part A
Based on the passage from Julie of the Wolves, how does Miyax feel about her father?
   a. She is angry that he left her alone.
   b. She blames him for her difficult childhood.
   c. She appreciates him for his knowledge of nature.
   d. She is grateful that he planned out her future.

Part B
Which sentence from the passage best shows Miyax’s feelings for her father?
   a. “She had been lost without food for many sleeps on the North Slope of Alaska.”
   b. “This could be done she knew, for her father, an Eskimo hunter, had done so.”
   c. “Unfortunately, Miyax’s father never explained to her how he had told the wolf of his needs.”
   d. “And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned.”

Prose constructed response to fiction
In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.

What’s the point of this sample?

STUDENTS NEED TO READ CLOSELY and CAREFULLY and completely.


FICTION QUESTIONS:
You can use these questions to assess students’ reading of any story.

Author’s purpose
Why did the writer include this?

Plot Structure
What was the most important event?
Why?

Relationships
How does _____ feel about _____?
What events or statements support your inference?

Cause-effect
What was an important choice someone made?
What happened because of that choice?

Author’s Techniques
What are two characteristics of two characters?
How did the writer help you understand what the characters are like?

Theme or Message
What message or idea did the writer want you to understand by reading the story?
How does the writer communicate that message?

Synthesis:
Write the next part!
FICTION: Characteristics and Actions

List words that describe the characteristics or traits of two characters in the story. List at least two words for each character.

Main Character:___________________________________________

<table>
<thead>
<tr>
<th>Trait</th>
<th>Sentence that shows it</th>
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<tbody>
<tr>
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</table>

Another Character:___________________________________________

<table>
<thead>
<tr>
<th>Trait</th>
<th>Sentence that shows it</th>
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</table>

Write the next part of the story. Tell what the main character does next. Be sure to use what you have learned about the main character when you decide what the character will do next.
WORD MEANING

A “frame” aligned with the PARCC Assessments that can be used with any text.

What is an important word in the first part of the passage?

________________________________________________________________________

What is a synonym or definition you would give for that word?

________________________________________________________________________

List two phrases or sentences from the passage that best help readers know what that word means in this context.

________________________________________________________________________

________________________________________________________________________
READ A STORY THOROUGHLY AND THOUGHTFULLY
Those questions align with Common Core priorities.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Kinds of Questions</th>
</tr>
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<tbody>
<tr>
<td>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>Where did this story take place? What kind of place was it? Who was part of it? How did they feel? What do you think the writer wants you to understand because of what the writer put into the story? Support your answers with evidence from the text.</td>
</tr>
<tr>
<td>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td>What do you think is the central or main idea of this history (or story)? Summarize the important information that supports your conclusion. Support your answer with evidence from the text.</td>
</tr>
<tr>
<td>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
<td>What is a problem people faced? Why was it important to people? What choices did people make? How did they affect other people? Support your answer with evidence from the text.</td>
</tr>
<tr>
<td>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
<td>What are 5 key words in this passage? Why are they important to understanding it? Support your answer with an example from the passage. How can you figure out what a word means when you read? Use the text to show an example.</td>
</tr>
<tr>
<td>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</td>
<td>How does the first paragraph prepare you to read the rest of the passage? Choose another important paragraph. Tell why it is important to understanding the passage. Support your answer with examples from the passage.</td>
</tr>
</tbody>
</table>

SYNTHESIS!
Write the next part of this story—with pictures and captions.
GET IT! Start Clearly to Read a Story Closely

Common Core Reading Standard 1: Read closely, then make and support logical inferences.

Who and Where
When you start to read a story, draw a picture that shows the place.

Then add one or two characters who are part of the story.

Predict what will happen.

Then read to find out what the people do.
MAKE IT CLEAR! SEQUENCE

CCSSR 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Draw pictures to show what happened. Number each box to tell the sequence. Put the page number on which you found the events.

EXCEED On another page retell the story your way. Add details. Add dialogue.
THINK MORE! Analyze a Character
CCSSR1—infer with evidence; CCSSR5—analyze writer’s choices
These sequential questions can be completed at different stages of completing interpretation of a story.

Who is the main character? ________________________________________________________

How do you know that is the main character?

What are two different traits of this character? For each trait give two reasons you think the character has these traits.

Trait: ________________________________

Reasons I think the character has this trait:
1. ________________________________________
2. ________________________________________

Reasons I think the character has this trait:
1. ________________________________________
2. ________________________________________

How does this character feel about another character?

________________________ feels ___________________ about _____________________.

What does the writer include that gives you that idea about the character’s feeling?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

 Constructed Response: Analyze a Choice On another page tell: an important choice the character makes; why the character makes that choice; what happens because of that choice. Use evidence from the story in your answer.
**Chart a Story or a History: Classify Information You Read**

CCSS Anchor Reading Standard 1. **Read closely** to determine what the text says **explicitly** and to **make logical inferences** from it; **cite specific textual evidence** when writing or speaking to **support conclusions** drawn from the text.

*Complete the chart yourself, then compare what you find with what other students find.*

<table>
<thead>
<tr>
<th>Place</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Event or Action</th>
<th>Choice</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Problem or Challenge</th>
<th>Change</th>
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</table>

**Decide what the best answers are to these questions:**

- What do you think the most important part of the story or history is?
- Why is it so important?
Chart a Story or a History: Classify Information You Read

CCSS Anchor Reading Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Complete the chart yourself, then compare your answers with other students’ answers.

| Place: ______________________________ | Person: ______________________________ |
| Important information about the place. | Trait: ______________________________ |
| | What shows that trait? |
| Important Event or Action | Choice |
| __________________________ | __________________________ |
| __________________________ | __________________________ |
| Why is it important? | Why did the person make it? |

| Important Problem or Challenge | Important Change |
| __________________________ | __________________________ |
| __________________________ | __________________________ |
| Why is it important? | What caused it? |

Decide what the best answers are to these questions:
What do you think the most important part of the story or history is? Why is it important?
ANALYZE THE DEVELOPMENT OF A THEME IN A STORY
PARCC FRAME—can be used with any story
CCSSR2—analyze the theme of a story, summarizing it to support your interpretation

How are the events in the first part important to the theme of the story?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Which detail from the story best supports your answer?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

TASK: Create a summary of the story using three sentences. The sentences should describe key ideas from the story in the order they happen.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
THINK MORE!  Analyze Plot, then Extend the Story
CCSSR1—infer with evidence; CCSSR2—analyze theme; CCSSR6—analyze writer’s choices

What is the most important event in the story?
_________________________________________________________________

Why do you think that is the most important event?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What is the theme? ___________________________________________________

How does the writer communicate that theme?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Constructed Response: How is this story like and different from another story that has the same theme?

How they are alike:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

How they differ:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

CREATIVE RESPONSE:
Write the next part.  Be sure to keep the theme clear.
READ THOUGHTFULLY, then CREATE!

CCSSR Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

The following standards-based questions ask you to think thoroughly about any story. Choose a story. Choose a question. Answer it with evidence from the story. Then choose and answer other questions. You can read collaboratively, too—each student answers a different question, then share your ideas.

CREATE! After you read the story, think more!

- Write a preview for the story—tell why someone should read it.
- Illustrate the story. Draw pictures showing important events that support the theme.
- Write a letter that someone in the story might have written.
- Choose or write music that the characters would like.
- Create a collage showing how the parts fit together to communicate the theme.
- Tell about what might have happened before the story started.
- Add a character to the story.
- Turn it into a play.
  > List the events and characters. Note the characters’ traits.
  > Figure out the message or theme of the story. Then write the dialogue.
Use the Elements of Fiction to Plan and Write a Story

Reinforces CCSSR5 and 6—how the writer accomplishes the purpose through structure, selection of characters, and other choices.

Story Writer’s Choices-- Use the elements of Fiction to Plan and Write a Story

CCSS Anchor Writing Standards:
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<table>
<thead>
<tr>
<th>THEME</th>
<th>What is the theme—the central idea I want readers to understand?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CCSS reading literature 5: structure of the story</td>
</tr>
<tr>
<td></td>
<td>CCSS reading literature 2: Determine central ideas or themes of a text and analyze their development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLOT</th>
<th>&gt; What happens? (structure of a story)</th>
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<tbody>
<tr>
<td></td>
<td>• How does it begin? (exposition)</td>
</tr>
<tr>
<td></td>
<td>• How does it continue? (rising action)</td>
</tr>
<tr>
<td></td>
<td>• What is the climax? (turning point)</td>
</tr>
<tr>
<td></td>
<td>• What happens after that? (falling action)</td>
</tr>
<tr>
<td></td>
<td>• How does it end? (resolution)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHARACTERS</th>
<th>&gt; Who are the main characters?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>&gt; What are their traits or characteristics?</td>
</tr>
<tr>
<td></td>
<td>• How does the writer communicate those traits?</td>
</tr>
<tr>
<td></td>
<td>? include dialogue to help my readers understand the characters?</td>
</tr>
<tr>
<td></td>
<td>? use actions they take to help readers understand their traits—and the theme?</td>
</tr>
<tr>
<td></td>
<td>? tell the character’s thoughts and feelings?</td>
</tr>
<tr>
<td></td>
<td>&gt; How do they feel about each other? (relationships)</td>
</tr>
<tr>
<td></td>
<td>• How do readers learn that?</td>
</tr>
<tr>
<td></td>
<td>&gt; How does a main character change?</td>
</tr>
<tr>
<td></td>
<td>• What causes that change?</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SETTING</th>
<th>&gt; Where and when does it take place? (setting)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• How do readers “see” that place?</td>
</tr>
<tr>
<td></td>
<td>• How do readers know what that time is?</td>
</tr>
<tr>
<td></td>
<td>• How does the setting create a mood or atmosphere?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROBLEM OR CONFLICT</th>
<th>&gt; What problem or conflict do the characters face? How do they solve it or resolve it?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>POINT OF VIEW</th>
<th>&gt; Who narrates?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• A character from the story (first person)</td>
</tr>
<tr>
<td></td>
<td>• A narrator who is just telling the events but not explaining the story (third person)</td>
</tr>
<tr>
<td></td>
<td>• A narrator who is not part of the story but who tells us what the characters are thinking (third person omniscient)</td>
</tr>
</tbody>
</table>